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Personality in Education. By JAMES P. CONOVER. New York: Moffat, Yard & Co., 1908. Pp. 266. \$1.25.

St. Paul's School has stood for certain interests of value in American education, and it is good to find this author, a master in that school, calling for the meeting of an important need—the training of teachers, including “early practice under the same kind of supervision which the young doctor gets at the hospital.” Our private schools in England and America do not always see this need as clearly as we could wish.

The book begins with a chapter on “The Teacher,” and discusses a considerable range of subjects. One of the most suggestive chapters is that upon “Examinations.” English influence appears in many forms here, and also in the strong lament that cricket is not more popular in American schools. The following statement shows this tendency:

“England is a fair example of what may be accomplished in the world by a nation whose method of education and whose method of government have been conducted throughout on an established order, constantly applied to the ever-changing circumstances of men and things, and, therefore, constantly tested and modified by facts.”

This appreciation of things English and established helps one to understand the “school sermon” tone of many of the chapters, and the unconscious assumption of superiority—in fact, uniqueness—of the Church of England in religious education. The inadequacy of Unitarianism and of Catholicism is calmly treated, while the other “dissenter” is not even haled into court. The spirit of religion is the essential thing to the author, but the possibility of this spirit without the Catechism and the Book of Common Prayer seems inconceivable to him.

There is much quotation from Briggs, Thwing, Newman, and others, in accord with the general tone of the book. The result of it all is a work which many schoolmen might well read in order better to understand some currents in our educational movement, but in which there will be found little appreciation of many other currents, running with more force, if not with more violence, and as confidently supposed by those in them to be the whole of the situation as these quieter streams are here accounted the only reality. We need to know both.

Habit-Formation and the Science of Teaching. By STUART H. ROWE. New York: Longmans, Green & Co., 1909. Pp. xvii+308. \$1.50.

This type of book is as valuable as it is unusual. The author made an investigation several years ago of the formative value of the study of Latin and Greek. The results convinced him that the chief disciplinary merit of training in these languages lay in the “habits engendered in connection with attention, rapid interpretation, classification, and contemplation of life from another's point of view.” What is, however, of greater significance is that as a by-product appeared the fact that we have no “scientifically established method of securing the habits sought.” For several years those who have had relations with Dr. Rowe have known that he has been studying this particular need and has bent his best energies to the organization, in scientific form, of the “relation of habit to education” and to the treatment of the “subject of

habit-formation in a way that will render practical assistance to the teacher, the supervisor, the parent, and the clergyman."

The author's previous works, *The Physical Nature of the Child and How to Study It* and *The Lighting of School Rooms*, have shown his intimate acquaintance with important and still neglected fields of school activity, and his practical experience in both teaching and supervision, in the elementary, normal, and college sections of the school, give him special fitness for making a contribution toward the ends he has set up.

The chapter headings are: "The Teacher's Problem," "Dominant Modes of Organizing Experience," "Typical Forms of Organized Experience," "The Difference between Habits and Ideas," "The Basis of Habit," "Important Phases of Establishing Habits," "The Selection and Demonstration of Habits," "Methods of Evoking Initiative," "Methods of Securing Practice," "Methods of Preventing Exceptions," "Methods of Breaking Habits," "Habit-Forming as Applied to School Discipline," "Habit-Forming as Applied to Drill." Even better than these topics indicate, the book shows clearly the division of labor and interrelation of training in habit and in judgment. The reaction against the excessive and often meaningless drill of certain periods in the history of the school was extreme and has led some of our advisers to desire to set aside certain ages for devotion to mechanical training. The difficulty has been that the matter has been handled largely in a partisan manner and we have been asked to choose between habit and judgment as if they were antagonistic and so must be kept in separate schools. A saner view takes account of both at all stages of life but recognizes that the conceptual life of the child, while different from that of the adult, requires opportunity for adequate development. Dr. Rowe is particularly successful in never losing sight of the interaction of these factors and in showing also the part that habit plays in gaining ideas.

Our works on method have been, in many cases, too little concerned with other than the steps, formal or otherwise, of inductive reasoning. Professor James in his chapter on "Habit" made a beginning that has had wide influence, but the present work is the best that has yet appeared in showing the director or worker how to study a particular situation in order to bring about in it the desired conditions of initiative and habit. A much-needed result ought to appear in the statement of courses of study, which too often do not go beyond the stages of showing material and method, in a narrow sense, and hence fail to attain the more social form in which the motives are so organized as to make the material effective and to reveal school discipline as an essential element in the curriculum.

In an appendix is given a plan used in the Brooklyn Training School for Teachers. It consists of two parts, one the method of imparting ideas, the other the method of forming habits. There is also a valuable bibliography of habit covering more than thirteen pages. Not only are references given, but in many cases there is also a brief and helpful evaluation.

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